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ABSTRACT

Changes in planning and design of educational facilities in Greece, formalized by legislation in 1985, were the result of major educational and social reforms begun in 1982. This report analyzes issues involved during the present educational facilities transitional phase and recommends establishment of a central support service. The legislative act, which reorients planning regulations and management procedures from the Ministry of Education to prefectures and local authorities, introduces changes that comply with social developments toward decentralization, equality of opportunity, and public involvement in decision making. Existing regulations and traditional school building designs are inadequate to accommodate current needs. A comparison of the traditional system and building design with the reformed illustrates the difficulty of introducing innovations, for the reformed general design principle calls for a flexible organization of teaching space while buildings continue to meet traditional needs. To implement the new programs nationwide, central guidelines for planning and design should be established. A central support service should conduct research and development, evaluation, and work with local authorities, functions that are presently carried out by informal groups within the ministry. Continuous changes in education and society place demands on educational facilities, thereby reinforcing the need for central support services during this transitional phase of reform. (CJH)

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EDUCATIONAL AND SOCIAL REFORMS
AND THEIR IMPLICATIONS FOR
EDUCATIONAL FACILITIES PLANNING

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GREECE

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EDUCATIONAL AND SOCIAL REFORMS IN GREECE AND THEIR IMPLICATIONS FOR EDUCATIONAL FACILITIES PLANNING

Greece experiences since the beginning of 1982 a period of significant educational and social reforms. Particularly the legislation on Primary and Secondary Education initiates far reaching innovations which impose corresponding changes in the planning and designing of educational facilities.

The legislativ Act "Structure and function of Primary and Secondary Education" which was enforced in 1985 broadens and completes these innovations forming an overall major educational reform. This reform, apart from local particularities, focuses on all the basic characteristics of the post-war reform in Western European countries, which was faced by radical changes in educational facilities planning and design.

The same act introduces social changes in the sector of education and educational facilities which comply with the more general social developments towards decentralisation, equality of opportunities, the involvement of more people in decision-making processes, etc. Such changes impose also reorientation of planning regulations and management procedures.

Concerning school building in Greece, the situation can be described as follows: We still have basic needs for new facilities, mainly in the big cities, due to the increasing school population. This is caused by the extention of compulsory education from six to nine years, since 1976, secondly by the increasing enrolments in the non-compulsory upper level of secondary education and last by the continuous flux of urbanisation.

So, we have to build quite a number of new schools every year and the problem is that we do so, on the basis of old regulations and using the traditional school building types which are inadequate to accommodate

and support the evolving educational reforms. Moreover we have to face maintenance problems, since from the total number of 38.000 state owned classrooms constructed up to 1984:

- 25% were built prior to 1940
- 21% were built between 1940 and 1962
- 40% were built from 1962 until 1982
- 14% were built in the years 1983 and 1984.

The procedure for the provision of school buildings - as well as the administrative mechanism of education in general - was until recent years characterised by absolute centralisation and regidity. So far all school buildings (including local scale) were centrally planned by the Ministry of Education and designed by the School Building Organisation (O.S.K.) in Athens on the basis of a number of school building types adapted to the capacity of schools and the particular site requirements.

By the recent legislative regulations[1] the responsibility of planning and designing school buildings has been transferred to the Prefectures (Departments of Technical Services) and the responsibility of maintenance to the Local Authorities (Municipalities and Communities). Funding procedures have been transferred from the Ministry of Education to the Prefecture Councils, which decide their annual school building financing program out of the Public Works Investments Budget, on the basis of their relevant priorities. The funds for maintenance are allocated to the Local Authorities which are responsible for calling bids and supervising maintenance works of the school buildings of their area.

Following, I will try to trace by means of basic principles the recent educational reforms in Greece and the impacts they are likely to

[1] Ministerial Decree ST1/557/14-3-85 "Transfer of responsibilities from the School Building Organisation to the Prefectures".
Act 1566/85 "Structure & function of the Primary & Secondary Education"

have on school building planning and design, the latter based on European experiences. As mentioned above, we are at the beginning of processes already completed in other European countries, so what I am going to say in this respect are to most people well known facts. The aim is to illustrate the situation making use of a group system of the various elements of which an educational system consists, that enables the systematic presentation of the factors influencing school building as well as their classification and updating.

Components of the educational system:

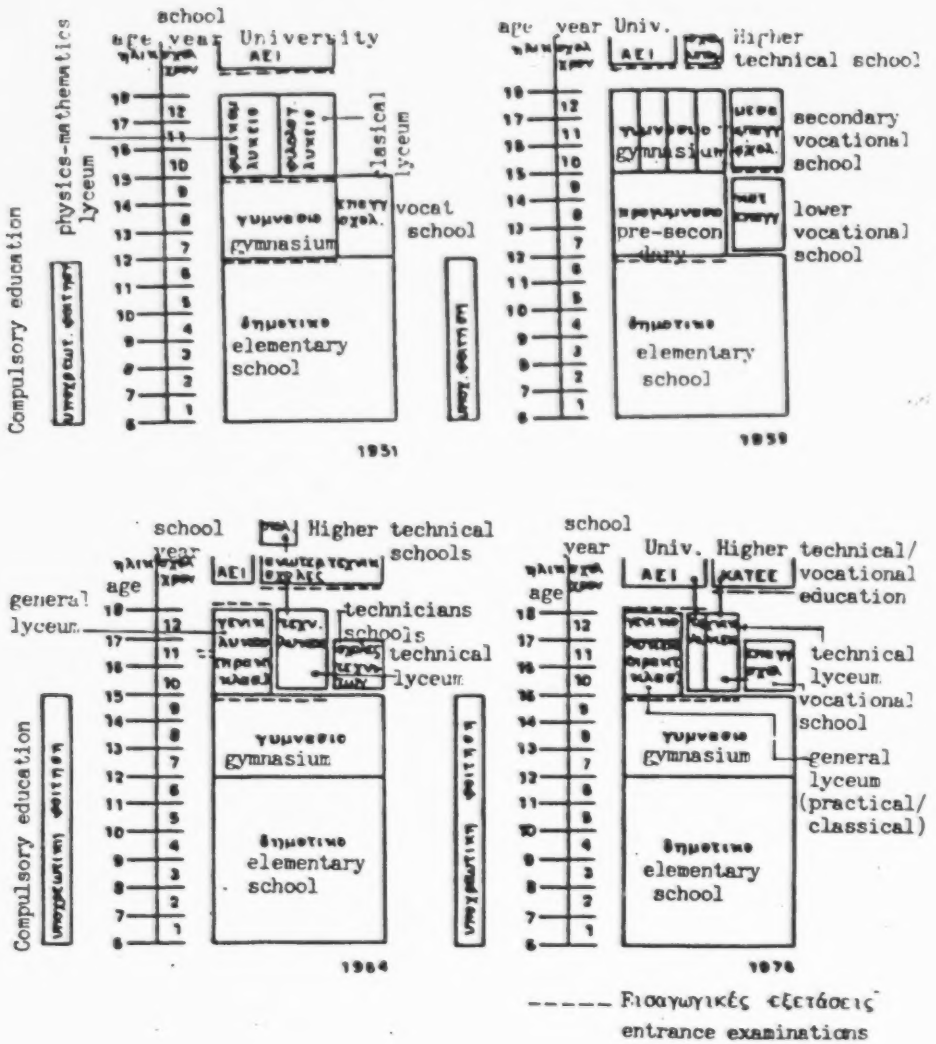
a. The structure of education
   a.1. Educational levels, educational directions.
   a.2. School system: educational institutions (kinds of schools), certificates.

b. Internal organisation and functioning of schools
   b.1. Didactics: Curricula and teaching methods and aids, teaching procedures.
   b.2. Social organization (school life).
   b.3. Pedagogy: prevailing pedagogical principles ruling the internal functioning of the schools.

We will trace the developments by comparing tradition and reform in regard to the component b. of the educational system "Internal organisation and function of schools", which affects more directly school building design. Concerning the component a. "The structure of education", I will only note that in Greece as in most European countries, there is a general trend in secondary education towards greater integration of technical, vocational and general education with increasing flexibility in the choice and combination of options. In Greece, we have, in this respect, the introduction of the "Integrated Lyceum", which is no more than the European Comprehensive

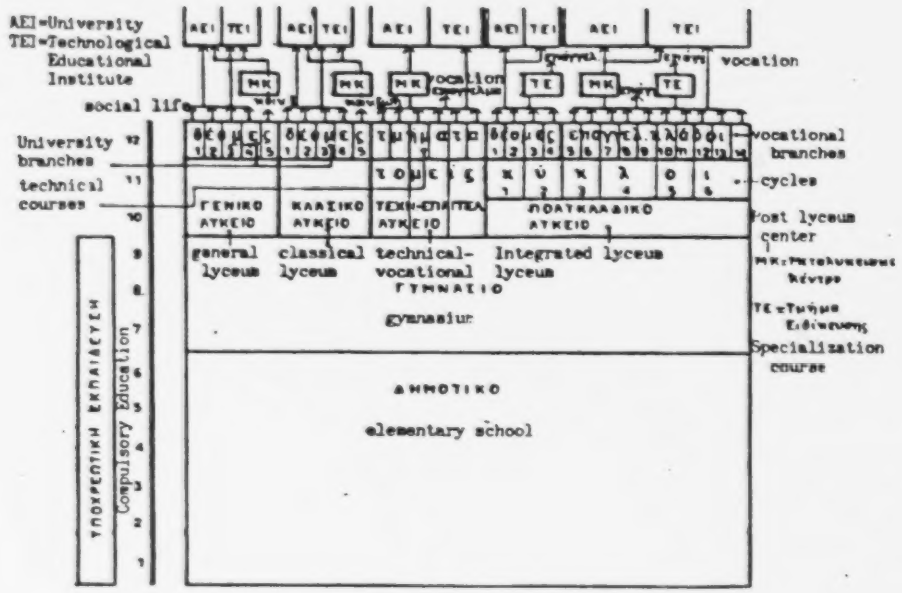
School for the three upper grades of secondary education.

GREEK EDUCATIONAL SYSTEM: Structure of Education (1950-1982)

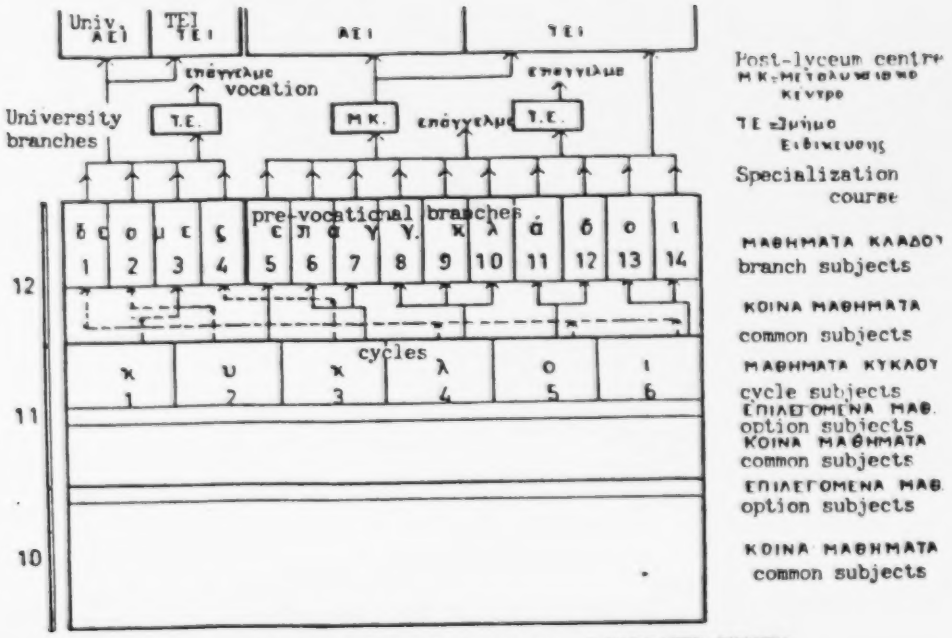


The educational structure of 1951 prevails until recently with small intervals in periods of reform attempts. Radical reform concerning the structure is initiated in 1983.

The Structure of Education - 1983



The Integrated Lyceum



ΠΟΛΥΚΛΑΔΙΚΟ ΛΥΚΕΙΟ INTEGRATED LYCEUM

TRADITIONAL EDUCATIONAL SYSTEM	TRADITIONAL SCHOOL BUILDING
b. Internal organisation and function of schools	
Basic principle: Collective authoritarian education - rigid teaching procedures.	General design principles: Rigidity in the organisation of teaching spaces.
b.1 Didactics Organisation of teaching: standard yearly student groups, forms of 30-40 students. Teaching methods: lecture method (ex cathedra) Curriculum: undifferentiated, same for all students of same age. Too theoretical and oral. Mannual and practical work underestimated Teaching aids: Textbooks, almost the sole teaching aid.	b.1 - Closed classrooms for forms of 30-40 students lined up alongside corridors. - Raised up teacher's place - blackboard. Student's desks in row orientated towards the teacher's place. - Minimum number of rooms for special use, with limited laboratory and technical equipment. Small physics laboratory, small library for teacher's use only.
b.2 School life Isolated from social environment. Social events: rare school festivals, and excursions.	b.2 - Minimum space provision for social activities: closed recreation room for school festivals and gym, small refreshment buffet. Circulation areas: long corridors used only for connecting teaching spaces.
b.3 Pedagogy Authoritarian pedagogical system - hierarchical relations, authoritarian behaviour.	b.3 - General organisation of school spaces (See B1, B2)

The educational principles stated here reflect the situation of the decade of the 1950's. Ever since changes of minor importance have taken place, which (however) have not influenced school building planning and design.

REFORMED EDUCATIONAL SYSTEM	REFORMED SCHOOL BUILDING
b. Internal organisation and function of schools	
Individualised democratic education - flexible teaching procedures	General design principle: Flexibility in the organisation of teaching spaces.
b.1 Didactics	b.1
Organisation of teaching: student groups varying in size and composition according to curriculum requirements. Teaching methods: Groupwork, lecture, team teaching. Curriculum: differentiated curricula adjustable to the interests and the performance of the students. Compulsory and elective subjects, developing directions accessible to one another. Emphasis on practical exercise and manual work. Teaching aids: apart from the book, sufficient technical laboratory and workshop equipment.	- Teaching spaces varying in size and equipment: lecture rooms, seminar-tutorial rooms, flexible open suits subdivided with shelves and storage units. Free arrangement of furniture adaptable to teaching requirements, mobile writing boards. - Accommodation for special use occupies large areas: well equipped science laboratories, workshops, arts and crafts, music - and athletic departments etc. Bibliothek for teacher's and student's use.
b.2 School life	b.2
School open to the social environment. Freetime activities open to the community. Students exercising democratic procedures: "Students communities", "Students associations", "parents associations", "community education committees", taking part in decision making processes.	- Spaces for free time activities open to the community: flexible multiple use recreation room, bibliothek, athletics. Spaces for social groups - student communities. Often allday function-dining and study at school. Circulation areas: freely arranged spaces, extensions of teaching spaces, promoting relationships between students.
b.3 Pedagogy	b.3
Antiauthoritarian behaviour, teachers role is advisory. Emphasis on socialisation processes.	- General organisation of school spaces. (See B1, B2)

So it is obvious that we still build to meet traditional needs and that our main problem is to facilitate the introduction of innovations by initiating corresponding changes in the field of educational facilities.

Considering the facts that: firstly, the responsibilities of planning and management have been decentralised, secondly, that the local Departments of technical services are not yet efficiently organised to carry out all tasks that decentralisation calls for, and last but not least, that a considerable school building program is under way throughout Greece, the problem can be specified as follows:

There is a pressing need of laying down, centrally, new regulations and guidelines of planning and design, as well as of developing planning models, so as to ensure that the new educational and social policies are passed to the entire country and at the same time to help Local Authorities in the programming of their own facilities. Moreover, given that demands for more and more facilities are simply not affordable, any planning and management approach must take full account of the existing building stock. That implies the development of systematic stock data records, which can be used effectively in management and planning.

Many people involved in the sector of educational facilities in Greece today, are convinced that all this research and developmental work can only be effectively carried out if undertaken by a centrally planned support service. The trend is, to begin with a group of specialists within the Ministry of Education, while there are thoughts about reorganising the School Building Organization or setting up an "Educational Premises" group within the Pedagogical Research Institute.

The main aim of this service will be to support in close contact with Local Authorities all facets of the educational building process promoting the development of more efficient responsive and equitable

building policies. Its work may cover a broad spectrum of subjects: Guidelines publications, building evaluation studies, the development of stock data records making use of the informatics technology, as well as developing systems to use these records effectively in planning and management, or formulating investment policies and so on. For the time being, current problems in this respect are faced by several informal groups within the Ministry of Education or the School Building Organisation.

"Central support services" is an issue under discussion in many other countries. Some are trying to establish and others to reorganize or reinforce support services which already exist. In some countries they have taken the form of national Research and Development Groups (R+D groups) or advisory/information units within central government departments or as semindependent organisations.

Whatever the differences, there is one constant, common to all countries and this is continuous change in education, society, technology, economy and so on, which will all make demands on the educational facilities planning. This fact in conjuction to the general trend of involving more and more people in decision making processes reinforces the need of central support services. The Programm of Educational Buildings (P.E.B.) of the O.E.C.D. has brought to discussion recently the development of a computerised core information center with school building data records, which can be used by all specialist groups involved in the sector of educational building.

Concluding this brief report, I will note that we are trying a new approach to the issue "Educational Building" on the basis of rationalised planning and decentralisation, so we have to face many of the concomitant problems of a transitional phase in the course of a major reform.